

**Module One: Social Emotional Development within the Context of Relationships****I. Setting the Stage**

- Learner Objectives
- Agenda
- Training Environment
- Shared Agreements
- Words We Use
- Understanding the Pyramid

**II. Understanding Social Emotional Development**

- Why Focus on Social Emotional Development?
- CSEFEL Definition of Social Emotional Development
- ABC's of Social Emotional Development
- Keys to School Readiness
- Strategies Caregivers Can Use to Support Social Emotional Development
- Self Regulation
- The Developing Brain and Strategies to Build Brain Connections
- Observation and Reflection as a Strategies
- Learning from Families

**III. Understanding Behavior: Making Sense of What You See and Hear**

- Reading Cues
- How do you Respond?
- Knowing Social Emotional Milestones
- Developmental Challenges and Opportunities
- Temperament
- The Relationship between Social Emotional Development and Behavior
- The Basics of Behavior
- Social Emotional Development and Values, Beliefs and Assumptions
- Examining Our Emotional Reactions
- Strategies for Responding to Feelings
- Cultural Influences

**III. Forming and Sustaining Relationships with Young Children and Families**

- What are Relationships?
- Strategies to Build Relationships with Young Children
- Attachment Relationships
- Strategies to Build Relationships with Families

**IV. Nurturing and Supporting the Social and Emotional Development of Infants Toddlers and Their Families**

- Understanding Families
- Risk Factors Affecting Families
- Maternal Depression
- Strategies to Respond to Maternal Depression
- Working with Families

**V. Essential Positive Messages****VI. Major Take Home Messages**

**Module 2: Responsive Routines, Environments and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers****I. Setting the Stage**

- Learner Objectives
- Agenda
- Training Environment
- Shared Agreements
- Words We Use
- Ways Caregivers Promote Healthy Social Emotional Development (Pyramid Perspective)
- CSEFEL Definition of Social Emotional Development

**II. Social Emotional Climate in Infant Toddler Care Settings**

- Child Care in America Today
- What Social Emotional Climate Means to You
- Supporting the Social Emotional Needs of Infants and Toddlers

**III. High Quality Supportive Environments**

- Ways Schedules and Routines Support Social Emotional Development
- Strategies to Support Routines for Infants and Toddlers
- Individual Child Considerations for Caregiving Routines
- A Well-Designed Infant Toddler Environment
- Looking At Responsive Environments

**IV. Targeted Strategies to Build Social Emotional Skills**

- What is Emotional Literacy?
- Strategies to Develop Emotional Literacy in Infants and Toddlers
- Development of Play Skills for Infants and Toddlers
- Setting up the Environment to Support Play Skills
- Promoting the Development of Friendship Skills

**V. Wrap-up, Reflection and Action Planning****Module 3: Individualized Intervention with Infants and Toddlers: Determining the Meaning of Behavior and Developing Appropriate Responses****I. Setting the Stage**

- Learner Objectives
- Agenda
- Training Environment
- Shared Agreements
- Words We Use
- Social Emotional Wellness for Infants and Toddlers

**II. What is Challenging Behavior?**

- CSEFEL Definition of Challenging Behavior
- Reasons for Challenging Behavior
- Considering Child and Family Circumstances

**III. A Relationship Based Approach to Challenging Behavior**

- Behavior as a Form of Communication
- Expression of Emotion in Infants and Toddlers
- A Continuum of Emotional Expression
- Acting Out and Social Withdrawing Behaviors
- Responding to Infant and Toddler Distress
- Understanding the Young Child's Perspective
- Determining the Meaning of Behavior
- Questions to Ask About the Meaning of Behavior

**IV. Developing an Individual Support Plan**

- Sample Program Protocol for Addressing Challenging Behavior
- Potential Team Members
- What Goes Into a Support Plan?
- Case Study

**V. Wrap-up, Reflection and Action Planning**